

Hook-with-Warsash C of E Academy

Progression of Skills In Writing, Including Grammar and Punctuation

	<u>Early Years</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
Transcription-Spelling	• Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.	• Identifies know phonemes in unfamiliar words. • Uses syllables to divide words when spelling. • Uses what they know about alternative phonemes to narrow down possibilities for accurate spelling. • Uses the spelling rule for adding 's' or 'es' for verbs in the 3rd person singular. • Names all the letters of the alphabet in order. • Uses letter names to show alternative spellings of the same phoneme.	• Segments spoken words into phonemes and records these as graphemes. • Spells words with alternative spellings, including common homophones. • Spells longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'. • Uses knowledge of alternative phonemes to narrow down possibilities for accurate spellings. • Identifies phonemes in unfamiliar words and uses syllables to divide words.	• Spells words with additional prefixes and suffixes and understand how to add them to root words. • Recognises and spells homophones. • Uses the first two or three letters of a word to check its spelling in a dictionary. • Spells words correctly which are in a family. • Spells the commonly mis-spelt words from the Y3/4 word list. • Identifies the root in longer words.
Transcription Handwriting	• Writes letters using the correct sequence of movement. • Form lower-case and capital letters correctly.	• Sits correctly at a table, holding a pencil comfortably and correctly. • Forms lower case letters in the correct direction, starting and finishing in the right place. • Forms capital letters and digits correctly.	• Forms lower-case letters of the correct size relative to one another. • Begins to use the diagonal and horizontal strokes needed to join letters. • Has some understanding of which letters are best left unjoined. • Uses capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. • Leaves spaces between words that reflect the size of the letters.	• Uses the diagonal and horizontal strokes that are needed to join letters. • Understands which letters would be left unjoined.

Composition	- Begins to use some story language, such as 'Once upon a time...' - Dictates and invents own compositions. - Thinks about what to write ahead of writing. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. - Write some or all of their name.	- Composes sentences orally before writing it. - Sequences sentences in chronological order to recount an event or experience. - Re-reads own writing to check that it makes sense. - Leaves spaces between words. - Knows how adding the 'un' prefix can be added to words to change meaning. - Uses suffixes 's', 'es', 'ed', and 'ing' within their writing.	- Writes narratives about personal experiences and those of others, both real and fictional. - Writes for different purposes, including real events. - Plans and discusses the content of writing and records their own ideas. - Orally rehearses structured sentences or sequences of sentences. - Evaluates own writing independently with friends and adults. - Proof- reads to check for errors in spelling, grammar and punctuation.	- Discusses models of writing, noting its structure, grammatical features and use of vocabulary. - Composes sentences using a wider variety of structures. - Writes narratives with a clear structure, setting, characters and plot. - Writes non-narrative using simple organisational devices such as headings and sub-headings. - Suggests improvements for their own writing and that of others. - Makes improvements to grammar, vocabulary and punctuation. - Uses a range of sentences with more than one clause by using a range of conjunctions. - Uses the perfect form of verbs to mark the relationship of time and cause. - Proof-reads to check for errors in spelling and punctuation.
Sentence Structure	- Dictates a simple sentence. - Begins to write simple sentences.	- Combines words to write sentences. - Joins two sentences together using 'and'.	- Uses subordination and co-ordination. - Uses expanded noun phrases. - Explains how the grammatical patterns in a sentence indicate its function.	Expresses time, place and cause by using conjunctions, adverbs and prepositions.
Text Structure	- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. - Begins to write simple narratives and recounts. - Invest writing with meaning. Write simple labels, captions and sentences.	Sequences sentences to form a narrative.	- Consistently uses the present tense and past tense correctly. - Uses the progressive forms of verbs in the present and past tense.	- Starts to use paragraphs. - Uses headings and sub-headings. - Uses the present perfect form of verbs instead of the simple past.
Punctuation	- Writes own name, using a capital letter. - Begins to use capital letters and full stops to punctuate sentences.	- Separates words using finger spaces. - Uses capital letters to start a sentence. - Uses full stops at the end of sentences. - Uses question marks. - Uses exclamation marks. - Uses capital letters for names. - Can use 'I'.	- Uses capital letters for names of people, places, days of the week and the personal pronoun 'I'. - Correctly uses question marks and exclamation marks. - Uses commas to separate items in a list. - Uses apostrophes to show where letters are missing and to mark singular possession in nouns.	Uses inverted commas to punctuate direct speech.

	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Transcription-Spelling	• Spells words with prefixes and suffixes and can add them to root words. • Recognises and spells homophones. • Uses the first two or three letters of a word to check a spelling in a dictionary. • Spells the commonly mis-spelt words from the Y3/4 word list.	• Forms verbs with prefixes. • Converts nouns or adjectives into verbs by adding a suffix. • Understands the rules for adding prefixes and suffixes. • Spells words with silent letters. • Distinguishes between homophones and other words which are often confused. • Spells commonly mis-spelt words from the Y5/6 word list. • Uses the first two or three letters of a word to check a spelling in a dictionary. • Uses a thesaurus. • Uses a range of spelling strategies.	• Coverts verbs into nouns by adding a suffix. • Distinguishes between homophones and other words which are often confused. • Spells commonly mis-spelt words from the Y5/6 word list. • Understands that the spelling of some words need to be learnt specifically. • Uses the first two or three letters of a word to check a spelling in a dictionary. • Uses a thesaurus. • Uses a range of spelling strategies.
Transcription Handwriting	• Uses the diagonal and horizontal strokes that are needed to join letters. • Understands which letters should be left unjoined. • Handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.	• Chooses the style of handwriting to use when given a choice. • Chooses the handwriting that is best suited for a specific task.	• Chooses the style of handwriting to use when given a choice. • Chooses the handwriting that is best suited for a specific task.
Composition	• Composes sentences using a range of sentence structures. • Orally rehearses a sentence or a sequence of sentences. • Writes narratives with a clear structure, setting and plot. • Improves writing by changing grammar and vocabulary to improve consistency. • Uses a range of sentences which have more than one clause., • Uses appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition. • Uses direct speech in writing and punctuates correctly.	• Discusses the audience and purpose of the writing. • Starts sentences in different ways. • Uses the correct features and sentence structure matched to the text type being worked on. • Develops characters through action and dialogue. • Establishes a viewpoint as the writer through commenting on characters and events. • Uses grammar and vocabulary to create an impact on the reader. • Uses stylistic devices to create effects in writing. • Adds well-chosen detail to interest the reader. • Summarises a paragraph. • Organises writing into paragraphs to show different information or events.	• Identifies the audience for and purpose of the writing. • Chooses the appropriate form and register for the audience and purpose of writing. • Uses grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make the meaning clear and create effect. • Use a range of sentence structures to create specific effects. • Use developed noun phrases to add detail and effects. • Use the passive voice to present information with a different emphasis. • Use commas to mark phrases and clauses. • Sustains and develops ideas logically in narrative and nonnarrative writing. • Uses character, dialogue and action to advance events in narrative writing.

			Summarise a text, conveying key information in writing.
Sentence Structure	- Uses noun phrases which are expanded by adding modifying adjectives, nouns and prepositional phrases. - Uses fronted adverbials.	- Uses relative clauses. - Uses adverbs or modal verbs to indicate a degree of possibility.	- Uses the passive voice. - Varies sentence structure depending on whether the writing is formal or informal.
Text Structure	- Writes in paragraphs. - Makes appropriate choices of pronouns and nouns within and across sentences.	- Builds cohesion between paragraphs. - Uses adverbials to link paragraphs.	- Uses a variety of organisational and presentational devices correct to the text type. - Writes in paragraphs which can clearly signal a change in subject, time, place or event.
Punctuation	- Uses inverted commas and other punctuation to indicate direct speech. - Uses apostrophes to mark plural possession. - Uses commas after fronted adverbials.	- Uses brackets, dashes and commas to indicate parenthesis. - Uses commas to clarify meaning or avoid ambiguity.	- Uses semi-colons, colons and dashes. - Uses colons to introduce a list and semi-colons within lists. - Uses hyphens to avoid ambiguity.